As PA transitions to the Common Core Standards, focus on the defined content in the PA Academic Standards should continue, as well as emphasis on areas derived from Common Core.

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| **Continued Emphasis** | **Specific Common Core Emphasis** |
| Comprehension Skills  (Fiction and Non-Fiction) | * Increasing reading of non-fiction texts (goal of 50% @ end of Grade 4) (Introduction to ELA: Key Design Considerations) * Identifying and using text features (CC.1.R.L.7) (CC.1.R.I.3) (CC.R.I.5) (CC.R.I.6) (CC.R.R.I.7) * Identifying words and phrases in text that suggest feelings or appeal to senses (CC.1.R.L.4) * Comparing/contrasting characters and experiences within and between texts (CC.1.R.L.9) * Focusing on similarities and differences between texts (CC.1.R.I.9) |
| Vocabulary Development | * Emphasizing inflections, affixes, root words, and conjunctions (CC.1.L.4.b) (CC.1.L.4.c) * Using words and phrases acquired through conversations, reading and being read to, and by responding to texts (CC.1.L.6) * Exploring word relationships and nuances of words (CC.1.L.4) (CC.1.L.5) |
| Word Recognition Skills  Decoding Skills | * Focusing on specific phonetic skills (CC.1.R.F.2.a – e) * Focusing on spelling sound correspondences for common consonant digraphs; decoding regular one and two-syllable words, final *e* and common long vowel teams, and inflectional endings (CC.1.R.F.3) (CC.1.R.F.3a) * Using multiple strategies to decode unknown words   (e.g., context clues, rereading, phonics) (CC.1.R.F.3) (CC.1.R.F.4.c) |
| Fluency | * Connecting fluency explicitly to comprehension (CC.1.R.F.4) * Developing fluency for accuracy, expression, and rate (CC.1.R.F.4.b) |
| Types of Writing  Quality of Writing | * Writing every day in response to learning * Writing opinion pieces (CC.1.W.1) * Employing peer review in the revising process (CC.1.W.5) * Using technology tools/digital resources to publish writing (CC.1.W.6) |
| Research | * Participating in shared research, oral presentations and writing projects (CC.1.W.5) (CC.1.W.6) CC.1.W.7) (CC.1.W.8) |
| Speaking and Listening | * Participating in frequent collaborative discussions with diverse partners (CC.1.SL.1) |
| Conventions of Standard English | Foundational grammar should be taught in the context of reading, writing, and speaking.   * Using common and proper nouns (possessives, singular and plural nouns, pronouns) (CC.1.L.1.b) (CC.1.L.1.c) (CC.1.L.1.d) * Using conjunctions (CC.1.L.1.g) * Varying types of sentences (simple, compound, interrogative, imperative, exclamatory) (CC.1.L.1.j) * Applying capitalization rules to capitalize dates and names (CC.1.L.2) CC.1.L.2.a) * Employing punctuation (end punctuation, comma with items in a series) (CC.1.L.2.b) (CC.1.L.2.c) * Spell untaught words phonetically (CC.1.L.2.e) |
| Technology Literacy | * Emphasizing digital tools for instructional and student productivity (CC.1.W.6) |